Doctor of Education (EdD) Program
Practitioner Inquiry 3 - EDUC 3007, Section #1500
Spring 2024

Class Times	
Please reserve 8am- 12pm for face-to-face classes in <u>Posvar 1502:</u> Saturday, Jan 13th Saturday, February 3th Saturday, March 2th Saturday, April 6th	**Online activities will be conducted** via canvas.pitt.edu and Zoom, when necessary.

Learning Co-Leaders	
Jill A. Perry, PhD Professor of the Practice Educational Foundations, Organizations, & Policy Executive Director, CPED jperry@pitt.edu 5310 Posvar Hall **Office Hours:** Calendly.com/jperry-9 **Cell:** 301-204-2644 (text works well)	**Christy L. McGuire, PhD, EdD** Community Engagement Program Manager Center for Urban Education christy.mcguire@pitt.edu 4314 Posvar Hall **Office Hours**: by appointment **Cell**: 412-448-7667 (text preferred)

The syllabus is a required text. Please read it carefully!

Doctor of Education (EdD)

*The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide EdD program is grounded in this **commitment to excellence**. The program prepares working professionals to become **leader scholar practitioners** to develop specialized knowledge in their area of concentration and apply their intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities.*

Program Learning Goals

As a result of attending the EdD program at Pitt, students and graduates become leader scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

Course

I. Rationale & Description:

Practitioner Inquiry 3 is the third course in the four-course series designed to teach students to understand and use improvement science in the process of improving their actionable problem of practice.

More specifically, EdD students will continue their improvement journey moving from understanding their problem of practice and local system to developing a theory of improvement and an aim for improvement with an equity and justice lens. Students will develop a driver diagram and identify specific places in their system where change might impact or improve that system. Students will also learn about quantitative and qualitative data collection and analysis methods.

III. Course Aims and Outcomes:

 Aims

The aim of this course is to further student knowledge about Improvement Science and how to apply it to their professional practice to solve problems of practice through taking the next steps in developing a theory of improvement and learning about data collection and analysis methods.

Specific Learning Outcomes:

By the end of this course, students will be able to:
- Develop an aim statement for improving problems of practice.
- Identify system drivers of change.
- Develop a theory of improvement.
- Identify improvement measures for changing systems.
- Consider change ideas that could lead to improvement.
- Design and implement both survey and focus group protocols.
- Perform data management, transcription, and analysis.

IV. Doctoral Requirements:

Completion of AIP Part B.

V. Format and Procedures:

This is a hybrid course with four monthly in-person meetings (synchronous) and asynchronous weekly readings, activities, and assignments between classes (see Course Schedule on Canvas for details). We expect that you will come to class prepared and ready to engage the materials and your peers. During asynchronous times, we expect that you will complete and upload assignments in accordance with the dates outlined in the Course Schedule posted on Canvas.

Our goal is to foster deliberation as a group, learn together, and improve our ability to name and address problems of practice. As instructors, we are committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and inclusive. This pedagogy includes fostering an environment that is as safe as possible. It is our intention to name and correct as best as possible any actions on our part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated.

VI. Course Requirements:

1. Course readings:

1. Perry, J.A., Zambo, D., & Crow, R. (2020). *The improvement science dissertation in practice: A guide for faculty, committee members, and their students*. Access e-book at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/alma99986200409 06236

2. Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Gorham, ME: Myers Education Press. Access e-book at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/alma9998874 550006236

3. Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Harvard Education Press.
   a. Available online at: https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/1sjtb5p/alma9910 0635345306236

4. Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). *A guide to practitioner research in education*. SAGE Publications Ltd, https://dx.doi.org/10.4135/9781473957770;
   a. Available online at : https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/i25aoe/cdi_askew sholts_vlebooks_9781446241103

5. Krueger, R. A., & Casey, M. A. (2014). *Focus groups : A practical guide for applied research*. SAGE Publications, Incorporated.

Additional readings and viewings will be available on Canvas.

2. **Assessments of Learning (see Course Schedule on Canvas for due dates)**

A. Applied Inquiry Plan B (AIP-B) (50 Points): As a reminder, the AIP is a document that eventually becomes the overview for your dissertation in practice work. The AIP is completed in pieces across the Practitioner Inquiry courses 2-4. In this class, students will complete Part B. This assignment is composed of fou components submitted at different times during the semester. Students will complete each component, receive feedback, and incorporate feedback into the final, complete AIP-B assignment.

AIPB.1 Aim Statement (10 Points)
AIPB.2 Driver Diagram & Theory of Improvement (15 Points)
AIPB.3 Systems Measures (15 Points)
AIPB.4 Final AIP Part B (10 Points)

B. Protocol Design & Analysis (45 Points): Through various assignments, you will engage in the research inquiry process, applying both quantitative and qualitative methods, from designing protocols, to collecting and managing data, to cleaning and analyzing data. You will also have the opportunity to present your results both through a presentation and written document.
   a) Survey & Focus Group Protocols (15 points)
   b) Data entry & Transcription (10 points)
   c) Preliminary Results Presentation (10 points)
   d) Final Results write-up (10 points)

C. Participation in Peer Debriefing Groups (PDG) (5 points): Students are expected to actively participate in their PDGs to share and learn together with peers. Guiding prompts will be tailored to support engagement in the course and with the course readings and assignments.

VII. Feedback and Grading Procedures:
Feedback:
Feedback is essential for high quality learning and teaching. Therefore, we are committed to giving you individual, detailed, and timely feedback so that you can improve your learning on future assignments. Students will receive feedback from one of the instructors throughout the semester. Additionally, students will receive feedback from peers. Please note assignment descriptions for the type of feedback that students can anticipate. Students can expect to receive instructor feedback online within two weeks of assignment submission.

Grading:
Grading for this course is letter grade. Students will be divided into two grading groups—see Canvas for your assigned group.

Scale:

Point Total	Final Letter Grade	Point Total	Final Letter Grade
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	59 or below	F

G grades and I grades. Under certain conditions you may receive an "G" or an "I" grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes: the G grade and the I grade as:

> *G Grade: The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. As of August 16, 2018, G grades after one year automatically become non-changeable NG grades (no credit, no impact on grade point average) After this one-year deadline has passed, the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.*
> *I Grade: The I grade signifies incomplete course work due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars. For this course, an "I" (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).*

VIII. Use of Technology: This course uses Canvas learning management system. To access the course Web site, go to http://canvas.pitt.edu using your Pitt username and password. Or you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

IX. Course Format: Hybrid
A hybrid course is not a reduced-time course. According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction. Thus a 3-credit course should have 2100 minutes of instruction (50 minutes/hour x 14 hours x 3 credits = 42 hours), and a two-credit course has 1400 minutes or 28 hours of

instruction. In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour. Therefore, you need to spend 1.5 x 28 course hours = 42 hours across 11 weeks, in addition to the core of 28 hours. This includes reading, completing weekly exercises, and working on graded assignments.

X. Policies
Attendance
Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for face-to-face interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, **please follow the following instructions:**
1. Email the course instructors, copying your advisor, with the reason for missing the class.
2. Complete the course- or instructor-specific make-up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Disability Services
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648--7890, drsrecep@pitt.edu, (412) 228--5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

Inclement Weather Policy
Only the Chancellor may officially close the Pittsburgh campus of the University. The University will remain open in all but the most extreme circumstances. Cancellation of classes ***does not imply*** that the University is closed. The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD's website:
http://technology.pitt.edu/services/emergency-notification-service.   Any changes to normal University operations will be announced as early as possible through the ENS, the University's official website (www.pitt.edu), Twitter (@PittTweet), and local news media outlets.

XI. Academic Integrity Guidelines
All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](#)

Provided here is the School of Education [Academic Integrity Policy.](#) Please read the policy carefully.

The rights and responsibilities of faculty and students are described in the [University's Academic Integrity Guidelines](#).

XII. Grievance Procedures
The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by: (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:
1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the director of the EdD program, Dr. Rachel Robertson.
4. If needed, the student should next talk to the SOE associate dean of students, Dr. Andrea Zito. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer.

XIII. Federal and State Background Checks and Clearances
All School of Education students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how students can get their clearances](#).

XIV. The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

XV. Communications

   Email
1. Email directly from Canvas or your Pitt email. We do not answer emails that are not from a pitt.edu address.
2. Tell us who you are and help us figure out what you need: In the subject line, it helps if you mention what you need, so we can look it up and respond faster. We cannot memorize all your monograms, so please sign all emails with your name!

   Personal Appointments
1. You may need to have a conversation about something in the course. We will arrange either a telephone or Zoom "office hours" or meetings on an as needed basis. Just email one of us with your available time/days.

XVI. Resources

Education Library Guide. See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty.

Religious Observances. See the [Provost's annual memo](#) about religious observances.

Emergencies. Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

Office of Diversity and Inclusion (ODI). Resources, consultation, and bias incident reporting: https://www.diversity.pitt.edu/ Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: https://www.titleix.pitt.edu/

Catalogs. The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.
- [Pittsburgh Campus Graduate and Professional Studies](#)
- [Additional graduate student information and resources](#)

Student Mental Health. Counseling Center, in the Wellness Center in Nordenberg Hall: https://www.studentaffairs.pitt.edu/cc/ Call **412-648-7930**, any time.

Sexual Assault Response: 412-648-7856. Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see: http://www.studentaffairs.pitt.edu/cars/

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)